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ABSTRACT

This annotated bibliography on performance assessment in schools lists 16 journal articles and 2 reports which were published between 1991 and 1993. Citations address the following aspects of performance assessment: conditions for alternative assessments, validity and reliability issues, accountability issues, performance assessment in science and mathematics, and standardization issues. (DB)

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MINIBIBLIOGRAPHY: PERFORMANCE ASSESSMENT

EJ457278. Is Your School Ready for Alternative Assessment? Blaine R. Worthen. February, 1993. *Phi Delta Kappan, 74*(6), 455-456. This article appeared in a special issue on performance assessment. It lists 10 conditions essential to a school's readiness to explore alternative assessment methods, including desire for better assessment information, insufficiency of current assessment method, staff and parent openness to innovation, conceptual clarity, assessment "literacy," clarity about desired student outcomes, unsuitability of present curriculum to traditional objective testing, and preexisting alternative assessment examples.

EJ448067. Performance Assessments: Political Rhetoric and Measurement Reality. Richard J. Shavelson and others. May, 1992. *Educational Researcher, 21*(4) 22-27. Investigates the validity and reliability of performance assessments using data from over 300 fifth and sixth graders. Results demonstrate the gap between the reality of measurement through performance assessments and the political rhetoric that would institute these assessments in a national examination system in the immediate future.

EJ445286. Using Performance Assessment for Accountability Purposes. William A. Mehrens. Spring, 1992. *Educational Measurement: Issues and Practice, 11*(1), 3-9, 20. The use of performance assessments in accountability programs is discussed. Performance assessments have the potential to measure important objectives not easily measured by multiple-choice tests. Nevertheless, they are not suitable for every purpose, and their use should not be oversold. Many psychometric issues remain to be resolved.

EJ444324. What Research Tells Us about Good Assessment. Joan L. Herman. May, 1992. *Educational Leadership, 49*(8), 74-78. This article appeared in a special issue on performance assessment. It summarizes research supporting current beliefs in testing, identifies good assessment qualities, and reviews the current knowledge of test design. Standardized tests negatively affect academic program quality. Alternative assessments must be judged by their validity, reliability, consequences, fairness, generalizability, cognitive complexity, content quality, coverage, meaningfulness, and cost effectiveness.

EJ444307. Putting Performance Assessment to the Test. John O'Neil. May, 1992. *Educational Leadership, 49*(8), 14-19. This article appeared in a special issue on performance assessment. The desire for students to graduate with more than basic skills has fueled interest in performance assessment methods such as essay writing, group science experiments, or portfolio preparation. Officials in Vermont, California, Kentucky, Maryland, and other states are betting that performance assessments may prove as powerful a classroom influence as paper-and-pencil testing used to be.

EJ443885. Evaluation of Procedure-Based Scoring for Hands-On Science Assessment. Gail P. Baxter and others. Spring, 1992. *Journal of Educational Measurement, 29*(1), 1-17. A procedure-based observational scoring system and a notebook completed by students were evaluated as science assessments for 41 fifth-grade students experienced in hands-on science and 55 fifth-grade students inexperienced in hands-on science. Results suggest that notebooks may be a reasonable, although less reliable, surrogate for observed performance.

EJ440154. Using Performance Assessment to Determine Mathematical Dispositions. Judith Collison. February, 1992. *Arithmetic Teacher, 39*(6), 40-47. Performance assessment, a method that makes possible the assessment of multiple dimensions of students' progress, including dispositions, is described. Criteria for good performance tasks are given, and their structure is illustrated through an example. A list of 10 dispositions toward mathematics and a self-evaluation group-performance rating form to assess disposition are provided.

EJ436999. Complex, Performance-Based Assessment: Expectations and Validation Criteria. Robert L. Linn and others. November, 1991. *Educational Researcher, 20*(8), 15-21. Increasing emphasis on assessment and concern about assessment techniques have stirred interest in alternative assessment forms, for which evidence is needed about consequences, transfer of performance on specific assessment tests, and assessment fairness. Criteria concerning consequences, fairness, transfer-generalizability, cognitive complexity, content quality, content coverage, meaningfulness, and cost efficiency are presented.

EJ435781. Assessing Alternative Assessment. Gene I. Maeroff. December, 1991. *Phi Delta Kappan, 73*(4), 272-81. For all its attractiveness, alternative assessment is fraught with complications and difficulties, as Rhode Island's experience shows. Although alternative assessment can be systematic, there are no ways to rate large numbers of performance-based tasks, portfolios, interviews, exhibits, or essays. Some standardization is necessary, and assessment must be aligned with instruction.

EJ435182. Equivalence of Free-Response and Multiple-Choice Items. Randy Elliot Bennett and others. Spring, 1991. *Journal of Educational Measurement, 28*(1), 77-92. The relationship of multiple-choice and free-response items on the College Board's Advanced Placement Computer Science Examination was studied using confirmatory factor analysis. Results with 2 samples of 1,000 high school students suggested that the most parsimonious fit was achieved using a single factor. Implications for construct validity are discussed.

EJ432762. Confusion Effusion: A Rejoinder to Wiggins. Gregory J. Cizek. October, 1991. *Phi Delta Kappan, 73*(2), 150-53. This rejoinder to Grant Wiggins on performance assessment suggests that true educational reform will

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undoubtedly be evidenced by something more substantial than pocket folders bulging with student work. Labeling performance tests "authentic" does not ensure their validity, reliability, or incorruptibility. Such tests are neither replacements nor cure-alls for other assessment shortcomings.

EJ425524. A Response to Cizek. Grant Wiggins. May, 1991. *Phi Delta Kappan, 72*(9), 700-703. Responding to Gregory Cizek's critique of the "faddishness" of direct assessment methods, this article urges a more constructive debate about the pressing issues of costs versus benefits, the place of face validity in test design, the differing needs in assessment data reporting, and assessment methods that actually improve school performance.

EJ425523. Innovation or Enervation? Performance Assessment in Perspective. Gregory J. Cizek. May,1991. *Phi Delta Kappan, 72*(9), 695-699. Just as testing generally is not the answer to the multifaceted problems facing contemporary American education, performance assessment is no panacea. Before embracing this new evaluation method, educators should assess the movement's claims, costs, and characteristics. At present, both goals and costs are uncertain.

EJ423944. Interview on Assessment Issues with Lorrie Shepard. Michael W. Kirst. March, 1991. *Educational Researcher, 20*(2), 21-23, 27. Discusses the movement toward authentic assessment, also called direct or performance assessment, as an alternative to multiple-choice, standardized, norm-referenced testing. Authentic testing involves assessment tasks that are real instances of extended criterion performances rather than proxies of actual learning goals. Questions use of assessments to leverage educational reform.

EJ388723. A True Test: Toward More Authentic and Equitable Assessment. Grant Wiggins. May, 1989. *Phi Delta Kappan, 70*(9), 703-713. Educators' confusion over uses of standardized tests is akin to mistaking pulse rate for the total effect of a health regimen. Using authentic standards and tests to judge intellectual ability is labor-intensive and time-consuming. What students need is a test with more sophisticated criteria for judging performance.

ED340770. Testing in American Schools: Asking the Right Questions. Congress of the U.S., Office of Technology Assessment. February, 1992. This report describes the functions, history, capabilities, limitations, uses, and misues of educational tests; the promises and pitfalls of new assessment methods and technologies; policy options. Chapters include: (1) "Summary and Policy Options"; (2) "Testing in Transition"; (3) "Educational Testing Policy: The Changing Federal Role"; (4) "Lessons from the Past: A History of Educational Testing in the United States"; (5) "How Other Countries Test"; (6) "Standardized Tests in Schools: A Primer"; (7) "Performance Assessment: Methods and Characteristics"; and (8) "Information Technologies and Testing: Past, Present, Future." Appendices provide a 63-item list of acronyms and a 12-item bibliography of related contractor reports.

ED333008. Using Performance Assessment for Accountability Purposes: Some Problems. William A. Mehrens. 11 April, 1991. Abridged from a paper presented at the Annual Meeting of the American Educational Research Association. Problems with performance assessment and multiple-choice tests are outlined with reference to the literature on accountability. Purposes for performance assessment include integrating assessments with instruction, supplementing traditional examinations for licensure decisions, and other accountability purposes. Reasons for the popularity of performance assessment as compared to multiple choice testing are described, and A 52-item list of references is included.

Authentic Assessment: An Introduction to a Neobehavioral Approach to Classroom Assessment. Stephen N. Elliott. 1991. *School Psychology Quarterly*, 6, 273-309. Mini-Series on Authentic Assessment. This article introduces a mini-series on authentic assessment and describes a variety of procedures including portfolios, exhibitions, performances, and self-assessment, which are discussed in relation to behavioral assessment and the practice of school psychology. Other articles in the series include "Authentic Assessment: Principles, Practices, and Issues" by Douglas A. Archbald, "Authentic Assessment: Straw Man or Prescription for Progress?" by Sandra Christenson, "Authentic Assessment and Content Validity" by Randy W. Kamphaus, and "Alternative Psychometrics for Authentic Assessment?" by Frank Gresham.

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Note. A background paper on Performance Assessment is available as a reprint from the ERIC Clearinghouse on Disabilities and Gifted Education. It first appeared in the Summer 1993 issue of *TEACHING Exceptional Children.*

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